



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/7/2018

Dr. Casey Smitherman
Elwood Comm. Shcls: #5280
1306 N Anderson St
Elwood, IN 46036

Dear Dr. Casey Smitherman,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Elwood Intermediate School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$196,300.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019

Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Elwood Community School Corp	Corp #	5280
School	Elwood Intermediate School	School #	5151
Superintendent Name	Dr. Casey Smitherman	Email	csmitherman@elwood.k12.in.us
Title I Administrator Name	Dr. Joe Brown	Email	jobrown@elwood.k12.in.us
Principal	TBD	Email	TBD
Telephone	1207 North 19 th Street	Fax	(765) 552-2017
SY 2018-2019 Allocation	\$196,300.00		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
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SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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Instructions: Please complete the table below regarding who was involved with the grant process.



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Staff Members Consulted and Part of the Renewal Application Process

Name	Title
Example: Mrs. Joan Smith	Example: Title I Resource Teacher
Abbey Grondin	Behavior Interventionist
Heidi Elsbury	5 th Grade Teacher
Jim Savage	3 rd Grade Teacher
Amanda Brown	4 th Grade Teacher
Faith Monteith	6 th Grade Teacher
Debbie Barker	Special Education (5/6)
Lacey Petry	Special Education (3/4)



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Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.



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- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.




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- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	7/6/2018
Title I Administrator Signature:		Date:	7/6/2018
Principal Signature		Date:	Click here to enter a date.



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Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators												
Achievement Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020		
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	33.5%	37%	40.9%	42%	33%	48%	TBD	55%		61%		
Percent of students proficient on ISTEP (ELA) (3-8)	50.4%	52%	53.3%	57%	48%	63%	47.8%	68%		73%		
Percent of students proficient on ISTEP (Math) (3-8)	43%	45%	50.3%	52%	43%	58%	49.2%	64%		68%		
Percent of students proficient on IREAD (Spring Test Only) (3)-Elementary only	91.8%	84%	97.2%	86%	76.2%	88%	TBD	90%		91%		
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020		
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	
1. Number of minutes in the School Yr. students are	70200	70200	70200	70200	70200	70200	70200	70200		70200		



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required to attend school											
2. Number of daily minutes of math instruction	60	60	60	60	75	75	75	75			
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90	90	90			
4. Student attendance rate (must be % between 0 and 100)	95.5%	95%	96.17%	95.3%	96.09%	95.6%	96.32%	95.8%	96.1%		
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	5	3	0	2	0	1	TBD	0		0	
6. Expanded Learning Time (total number of hours offered)						400	495.00	500		500	
7. Number of discipline referrals	400	391	342	350	211	300	221	250		200	
8. Discipline Incidents –	SUS--3 EXP--	SUS--1 EXP--0	SUS--67 EXP--0	SUS--1 EXP--0	SUS--74 EXP--0	SUS--1-EXP--0	SUS--96 EXP--7	SUS--0 EXP--0	SUS--EXP--	SUS--0 EXP--0	SUS--EXP--



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number of suspensions and/or expulsion										
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN--7% IMP--11% EFF--48% HEFF--33%	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	80%	80%	82%	85%	96%	87%	92.15%	90%	93%	
11. Teacher retention rate (must be a % between 0 and 100)	80%	85%	88%	88%	89%	90%	97.2%	92%	94%	

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16-17 to present.*



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Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis

(Elwood Intermediate School)

Strengths:	Areas of Improvement:
<ul style="list-style-type: none">• Continued work on Curriculum Mapping, developing proficiency scales and beginning assessments• Quarterly Assessment• Continues implementation of STEM• Increased teacher leadership in building, through continuation of school leadership team, clarifying roles and responsibilities with Passports• Grade-Level Collaboration (PLC)• Behavioral procedures/expectations supported by behavior facilitator• Consistency in grade level procedures with support through instructional coach• Additional assessment of IREADY• Extended Learning opportunities (30 minutes daily Success intervention, after-school tutoring, Summer School and enrichment)• Developed a positive, working relationship with the elementary school to align curriculum, focus on standards, and have common formative assessments (e.g. shared after school meetings, consistency in school improvement planning, STEM framework	<ul style="list-style-type: none">• Continued work on Success, 30-minute intervention time, to align with curriculum maps and develop assessments• Continue to offer extended learning/behavioral opportunities to support tier 2 and 3 students.• Continue to strengthen PLCs and develop teacher leadership capacity• Expand data collection and analysis into PLC work and build teacher capacity to feel confident in data processes.• Staff buy-in into successful school improvement• Teacher retention



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<ul style="list-style-type: none">development)Developed data processes for collecting and analyzing dataPrincipal completed coursework for PhD Educational Leadership program, increasing her capacity and skills to lead and manage the improvement process at EISCollaboration with Ball State University Teacher Clinic Practice	
<p>Opportunities:</p> <ul style="list-style-type: none">New school superintendent starting July 9thEmbed STEM practices into the classroom, embed into curriculum maps and align assessmentsContinue to build partnerships with the Jr./Sr. High School and Elementary schools to align Curriculum and STEM workLegislationNeeding a referendumVertical Collaboration across corporationDistrict Leadership TeamSocial Media	<p>Threats:</p> <ul style="list-style-type: none">Continued urgency within the school and district to support improvement efforts at EISLegislationSchool ChoiceCircuit BreakerLack of City economic opportunitiesCommunity influence of drug culture coming into school environmentSocial Media
<p>Projected Outcomes for SY 18-19</p> <ul style="list-style-type: none">Implement curriculum and assessments to know where students are in their learning (relative to mastery of priority standards,), respond to student needs in a timely way, and encourage collaboration and thinking among both staff and students that results in increased student achievementProgress made towards schoolwide STEM certificationImproved student achievement in math and ELA	



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Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE:</i> Increase learning time	<i>SAMPLE:</i> Meadows School will provide before and after school opportunities for all students to help increase student achievement called, <i>Crunch Time</i> . Person Responsible: Ms. Smith, Title I Interventionist	<i>SAMPLE:</i> Multiple Phases (Multiple Quarters)	<i>SAMPLE:</i> \$5,000 - Stipends	<i>SAMPLE:</i> The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.
Develop School Leadership Effectiveness	<p>Action A: An external evaluator, Dr. Brad Balch, will monitor progress and impact on student achievement based on grant implementation. Onsite visits will occur at the beginning and end of each school year. (Principal)</p> <p>Action B: A principal mentor, Dr. Terry McDaniel, Indiana State University, will be employed to support the Elwood Intermediate School Principal. (Principal)</p>	Multiple Phases (Multiple Quarters)	<p>Action A: \$6,000 (4 days @ \$1,500)</p> <p>Action B: \$3,000 (2 days @ \$1,500)</p>	<p>Action A: External evaluator will create an overall implementation report that will include student achievement data (achievement and growth), survey results and various other data streams collected throughout the year.</p> <p>Action B: The principal will keep a reflection journal of all sessions with Dr. McDaniel to include problems and solutions discussed. Dr. McDaniel will utilize a leadership skill inventory to determine beginning skill sets as compared to the end of the year.</p>
Develop Teacher Effectiveness	Action C: Continuation of instructional coach to support classroom teachers in the vertical alignment within the curriculum, creating formative assessments, reviewing data and tweaking instruction, providing resources and working with small groups, and supporting the Professional Learning Community. (Principal)	Multiple Phases (Multiple Quarters)	Action C: \$40,000 salary/\$8,000 benefits for instructional coach	Action C – F: Student assessment data will be reviewed at least quarterly. Agendas, schedules, attendance, and other documentation from staff meetings. Use of instructional strategies will be measured through Informal walkthroughs
	Action D: A teacher will be paid a stipend to act as the MTSS Facilitator to support teachers in differentiating		Action D: \$5,000/\$700 stipend and	Action G: Completed evaluation documents and professional growth plans for each teacher. We will also compare the observation scores for each competency to see whether they have



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Implement Comprehensive Instructional Reform Strategies	learning and behavioral experiences, re-teaching, remediation, and enrichment as needed. (Principal)		benefits for MTSS facilitator	demonstrated growth between last year and this year, as well as first semester to second semester. This will help us gauge the extent to which feedback is improving the instructional practices in our classrooms.
	Action E: A teacher will be paid a stipend to act as a Data Facilitator to assist with collecting, disaggregating data, synthesizing data and ultimately leading the staff to develop expertise in analyzing the data. (Principal)		Action E: \$4,500 stipend for data facilitator	
	Action F: Teachers will receive a stipend to stay after school for professional development for a total of 20 hours, in two-hour increments. (Principal, Teachers)		Action F: \$12,800 stipends/ \$2,560 benefits for after school PD	
	Action G: Continuation of ECSC Teacher Evaluation system that uses student growth as a point of measurement. (Principal)		Action G: \$0	
	Action H: Work will continue on curriculum, through continued development of proficiency scales. Staff will understand standards-based grading with support from Equitable Education Solutions (EES). (Principal)	Multiple Phases (Multiple Quarters)	Action H: \$35,000 (20 days @ \$1,750/day)	Action H: A guaranteed and viable curriculum that aligns vertically and horizontally will be clarified, refined and available both in writing and electronically to all staff. This document will define "proficient" learning targets, and sample tasks demonstrating depth of knowledge/rigor. Teachers will track student progress and examine whether students are demonstrating growth. Through the evaluation process, staff will conference with primary evaluator to share student progress data and discuss instructional strategies linked to data. This reflective process should increase student mastery of priority standards and increase overall student outcomes on ISTEP+.
	Action I: Equitable Education Solutions will provide a subscription to online professional development modules focused on high-leverage instructional strategies and leadership development on K12Boost.com. (Principal)		Action I: \$5,000 K12Boost.com subscription	
	Action J: Math Learning Lab Aides will be hired to support classrooms with a specific focus on math instruction.		Action J: \$31,860 salary/\$3,824 benefits for 3 aides x 29.5 hours per	



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	School will purchase math instructional materials (e.g., math manipulatives, books, etc.). (Principal)		week/ x 36 weeks x \$10 per hour \$10, 056,00 math instructional resources	Action i: Documentation will be logged from the professional development modules that are available on k12boost.com website. Each staff member will select an area for professional development and principal will track competency scores that have been linked to that professional development.
Increase Learning Time	Action K: EIS will increase learning time through after school tutoring. All students will be eligible to participate and bussing will be provided. Students will have individualized learning plans detailing the support they need during the tutoring program.	Multiple Phases (Multiple Quarters)	Action K: \$14,940/ \$3,060 stipend and benefits for extended time up to 600 hours \$10,000 transportation for extended learning	Action J: Regular assessments in classes and benchmark assessments will track student progress towards meeting math learning goals. Action K: Regular assessments in classes and benchmark assessments will track student progress towards meeting math and ELA learning goals.
Create Community-Oriented Schools	Action L: Parent workshops will be scheduled at least three times throughout the school year (Principal, Teacher Committee)	Multiple Phases (Multiple Quarters)	Action L: \$0	Action L: The leadership team will develop a schedule of activities for the school year. Parent attendance will be tracked throughout the year and parents will be surveyed to elicit responses and perceptions of being engaged in their child's education.
Provide Operational Flexibility	Action M: The principal, the leadership team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant.	Multiple Phases (Multiple Quarters)	Action M: \$0	Action M: Financials will be available electronically to demonstrate all expenditures as they relate to this grant.



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Sustain Support	Action N: The Leadership Team will become more skilled and self-directed in disaggregating assessment data to look at the achievement and growth of the free and reduced, special education, Hispanic, and multi-racial. They will act as instructional leaders for the rest of the staff in coordination with the MTSS and Data facilitators.	Multiple Phases (Multiple Quarters)	Action N: \$0	Action N: Student progress towards meeting standards will be tracked through benchmark assessments. Data will be disaggregated for subgroups. Teacher surveys will be conducted at the end of the year.
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Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts” could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SLG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an "Outcome Artifact" for SY 2018-2019 and how this will be aligned to your grant and the key area.

EIS will create a document, video, or other presentation that highlights the year's activities related to SIG and student growth achieved through such activities.



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Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.



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- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.



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- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.



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- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	7/6/2018
Title I Administrator Signature:		Date:	7/6/2018
Principal Signature		Date:	Click here to enter a date.



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Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators

Achievement Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)		33.5%	37%	40.9%	42%	33%	48%	TBD	55%	61%	
Percent of students proficient on ISTEP (ELA) (3-8)		50.4%	52%	53.3%	57%	48%	63%	47.8%	68%	73%	
Percent of students proficient on ISTEP (Math) (3-8)		43%	45%	50.3%	52%	43%	58%	49.2%	64%	68%	
Percent of students proficient on IREAD (Spring Test Only) (3)-Elementary only		91.8%	84%	97.2%	86%	76.2%	88%	TBD	90%	91%	
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are	70200	70200	70200	70200	70200	70200	70200	70200	70200	70200	



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number of suspensions and/or expulsion										
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN--7% IMP--11% EFF--48% HEFF--33%	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF-- TBD	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	80%	80%	82%	85%	96%	87%	92.15%	90%		93%
11. Teacher retention rate (must be a % between 0 and 100)	80%	85%	88%	88%	89%	90%	97.2%	92%		94%

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *i.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16-17 to present.*



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Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis (Elwood Intermediate School)

Strengths:

- Continued work on Curriculum Mapping, developing proficiency scales and beginning assessments
- Quarterly Assessment
- Continues implementation of STEM
- Increased teacher leadership in building, through continuation of school leadership team, clarifying roles and responsibilities with Passports
- Grade-Level Collaboration (PLC)
- Behavioral procedures/expectations supported by behavior facilitator
- Consistency in grade level procedures with support through instructional coach
- Additional assessment of iREADY
- Extended Learning opportunities (30 minutes daily Success intervention, after-school tutoring, Summer School and enrichment)
- Developed a positive, working relationship with the elementary school to align curriculum, focus on standards, and have common formative assessments (e.g. shared after school meetings, consistency in school improvement planning, STEM framework

Areas of Improvement:

- Continued work on Success, 30-minute intervention time, to align with curriculum maps and develop assessments
- Continue to offer extended learning/behavioral opportunities to support tier 2 and 3 students.
- Continue to strengthen PLCs and develop teacher leadership capacity
- Expand data collection and analysis into PLC work and build teacher capacity to feel confident in data processes.
- Staff buy-in into successful school improvement
- Teacher retention



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<ul style="list-style-type: none">development)Developed data processes for collecting and analyzing dataPrincipal completed coursework for PhD Educational Leadership program, increasing her capacity and skills to lead and manage the improvement process at EISCollaboration with Ball State University Teacher Clinic Practice	
Opportunities: <ul style="list-style-type: none">New school superintendent starting July 9thEmbed STEM practices into the classroom, embed into curriculum maps and align assessmentsContinue to build partnerships with the Jr./Sr. High School and Elementary schools to align Curriculum and STEM workLegislationNeeding a referendumVertical Collaboration across corporationDistrict Leadership TeamSocial Media	Threats: <ul style="list-style-type: none">Continued urgency within the school and district to support improvement efforts at EISLegislationSchool ChoiceCircuit BreakerLack of City economic opportunitiesCommunity influence of drug culture coming into school environmentSocial Media
Projected Outcomes for SY 18-19	
<ul style="list-style-type: none">Implement curriculum and assessments to know where students are in their learning (relative to mastery of priority standards,), respond to student needs in a timely way, and encourage collaboration and thinking among both staff and students that results in increased student achievementProgress made towards schoolwide STEM certificationImproved student achievement in math and ELA	



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Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
SAMPLE: Increase learning time	SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, <i>Crunch Time</i> . Person Responsible: Ms. Smith, Title I Interventionist	SAMPLE: Multiple Phases (Multiple Quarters)	SAMPLE: \$5,000 - Stipends	SAMPLE: The <i>Crunch Time</i> program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.
Develop School Leadership Effectiveness	Action A: An external evaluator, Dr. Brad Balch, will monitor progress and impact on student achievement based on grant implementation. Onsite visits will occur at the beginning and end of each school year. (Principal) Action B: A principal mentor, Dr. Terry McDaniel, Indiana State University, will be employed to support the Elwood Intermediate School Principal. (Principal)	Multiple Phases (Multiple Quarters)	Action A: \$6,000 (4 days @ \$1,500) Action B: \$3,000 (2 days @ \$1,500)	Action A: External evaluator will create an overall implementation report that will include student achievement data (achievement and growth), survey results and various other data streams collected throughout the year. Action B: The principal will keep a reflection journal of all sessions with Dr. McDaniel to include problems and solutions discussed. Dr. McDaniel will utilize a leadership skill inventory to determine beginning skill sets as compared to the end of the year.
Develop Teacher Effectiveness	Action C: Continuation of instructional coach to support classroom teachers in the vertical alignment within the curriculum, creating formative assessments, reviewing data and tweaking instruction, providing resources and working with small groups, and supporting the Professional Learning Community. (Principal) Action D: A teacher will be paid a stipend to act as the MTSS Facilitator to support teachers in differentiating	Multiple Phases (Multiple Quarters)	Action C: \$40,000 salary/\$8,000 benefits for instructional coach Action D: \$5,000/\$700 stipend and	Action C – F: Student assessment data will be reviewed at least quarterly. Agendas, schedules, attendance, and other documentation from staff meetings. Use of instructional strategies will be measured through Informal walkthroughs Action G: Completed evaluation documents and professional growth plans for each teacher. We will also compare the observation scores for each competency to see whether they have



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	<p>learning and behavioral experiences, re-teaching, remediation, and enrichment as needed. (Principal)</p> <p>Action E: A teacher will be paid a stipend to act as a Data Facilitator to assist with collecting, disaggregating data, synthesizing data and ultimately leading the staff to develop expertise in analyzing the data. (Principal)</p> <p>Action F: Teachers will receive a stipend to stay after school for professional development for a total of 20 hours, in two-hour increments. (Principal, Teachers)</p> <p>Action G: Continuation of ECSC Teacher Evaluation system that uses student growth as a point of measurement. (Principal)</p>		<p>benefits for MTSS facilitator</p> <p>Action E: \$4,500 stipend for data facilitator</p> <p>Action F: \$12,800 stipends/\$2,560 benefits for after school PD</p> <p>Action G: \$0</p>	<p>demonstrated growth between last year and this year, as well as first semester to second semester. This will help us gauge the extent to which feedback is improving the instructional practices in our classrooms.</p>
Implement Comprehensive Instructional Reform Strategies	<p>Action H: Work will continue on curriculum, through continued development of proficiency scales. Staff will understand standards-based grading with support from Equitable Education Solutions (EES). (Principal)</p> <p>Action I: Equitable Education Solutions will provide a subscription to online professional development modules focused on high-leverage instructional strategies and leadership development on K12Boost.com. (Principal)</p> <p>Action J: Math Learning Lab Aides will be hired to support classrooms with a specific focus on math instruction.</p>	Multiple Phases (Multiple Quarters)	<p>Action H: \$35,000 (20 days @ \$1,750/day)</p> <p>Action I: \$5,000 K12Boost.com subscription</p> <p>Action J: \$31,860 salary/\$3,824 benefits for 3 aides x 29.5 hours per</p>	<p>Action H: A guaranteed and viable curriculum that aligns vertically and horizontally will be clarified, refined and available both in writing and electronically to all staff. This document will define "proficient" learning targets, and sample tasks demonstrating depth of knowledge/rigor. Teachers will track student progress and examine whether students are demonstrating growth. Through the evaluation process, staff will conference with primary evaluator to share student progress data and discuss instructional strategies linked to data. This reflective process should increase student mastery of priority standards and increase overall student outcomes on ISTEP+.</p>



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	School will purchase math instructional materials (e.g., math manipulatives, books, etc.). (Principal)		week/ x 36 weeks x \$10 per hour \$10, 056,00 math instructional resources	Action I: Documentation will be logged from the professional development modules that are available on K12boost.com website. Each staff member will select an area for professional development and principal will track competency scores that have been linked to that professional development.
Increase Learning Time	Action K: EIS will increase learning time through after school tutoring. All students will be eligible to participate and bussing will be provided. Students will have individualized learning plans detailing the support they need during the tutoring program.	Multiple Phases (Multiple Quarters)	Action K: \$14,940/ \$3,060 stipend and benefits for extended time up to 600 hours) \$10,000 transportation for extended learning	Action J: Regular assessments in classes and benchmark assessments will track student progress towards meeting math learning goals. Action K: Regular assessments in classes and benchmark assessments will track student progress towards meeting math and ELA learning goals.
Create Community-Oriented Schools	Action L: Parent workshops will be scheduled at least three times throughout the school year (Principal, Teacher Committee)	Multiple Phases (Multiple Quarters)	Action L: \$0	Action L: The leadership team will develop a schedule of activities for the school year. Parent attendance will be tracked throughout the year and parents will be surveyed to elicit responses and perceptions of being engaged in their child's education.
Provide Operational Flexibility	Action M: The principal, the leadership team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant.	Multiple Phases (Multiple Quarters)	Action M: \$0	Action M: Financials will be available electronically to demonstrate all expenditures as they relate to this grant.



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Sustain Support	Action N:	Multiple Phases (Multiple Quarters)	Action N: \$0	Action N: Student progress towards meeting standards will be tracked through benchmark assessments. Data will be disaggregated for subgroups. Teacher surveys will be conducted at the end of the year.
	The Leadership Team will become more skilled and self-directed in disaggregating assessment data to look at the achievement and growth of the free and reduced, special education, Hispanic, and multi-racial. They will act as instructional leaders for the rest of the staff in coordination with the MTSS and Data facilitators.			

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible "outcome" piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This "outcome" piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible "Outcome Artifacts" could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts" should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an "Outcome Artifact" for SY 2018-2019 and how this will be aligned to your grant and the key area.

EIS will create a document, video, or other presentation that highlights the year's activities related to SIG and student growth achieved through such activities.



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Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

Part 8: 1003g SIG Budget SY 18-19

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 14,940.00	\$ 31,860.00	\$ 3,060.00	\$ 3,824.00				\$ 10,056.00			\$ 63,740.00
21000	Support Services - Student											\$ -
22100	Improvement of Instruction (Professional Development)	\$ 62,300.00		\$ 11,260.00		\$ 44,000.00				\$ 5,000.00		\$ 122,560.00
22900	Other Support Services											\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation							\$ 10,000.00				\$ 10,000.00
33000	Community Service Operations											\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 77,240.00	\$ 31,860.00	\$ 14,320.00	\$ 3,824.00	\$ 44,000.00	\$ -	\$ 10,000.00	\$ 10,056.00	\$ 5,000.00	\$ -	\$ 196,300.00

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost: \$ 196,300.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Instructional supplies to support Every Day Math (\$10,056), such as upgraded manipulative kits, game kits, and student posters	K12Boost subscription (\$5,000)
Professional Services	Other Purchase Services (travel, communication)
Equitable Education Solutions(\$35,000); External Evaluator (\$6,000); Principal Mentor (\$3,000)	Transportation for extended learning (\$10,000)

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
TBD	Instructional Coach	Certified	1	N	N	NA	Support teachers in developing best instructional practices

TBD	MTSS Facilitator	Certified	NA	Y	N	NA	Oversee academic and behavioral support interventions
TBD	Data Facilitator	Certified	NA	Y	N	NA	Oversee data disaggregation of student assessment data
TBD	Extended Learning Teachers	Certified	NA	Y	N	NA	Teachers to provide instruction to students in after school and/or summer school
TBD	Math Learning Lab Aides	Non-certified	3	N	N	NA	Aides to support math instruction within classrooms
TBD	Teachers	Certified	NA	Y	N	NA	Stipends for teachers to participate in after school or summer PD